DOCUMENT RESUME

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ABSTRACT

This teacher's guide, one of nine teacher packages developed for use in the sequential, hands-on, field-oriented, K-8 environmental education program of the Martin County Schools in Florida, was developed for use with elementary children in grade one prior to and after a visit to an environmental studies center located near an estuarine area. This grade one program centers around the concept of "Habitats" and includes units on living vs. non-living things and animals that live in saltwater grassflats. The guide contains teacher instructions, scripts, tests with answer keys, and a copy of all student materials. Flash cards, a felt board study, and slide/tape program are not included. General and specific program objectives are stated and a program outline, including learning activities to be completed at the school and environmental studies center, is detailed. (BT)

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1st Grade

Habitats

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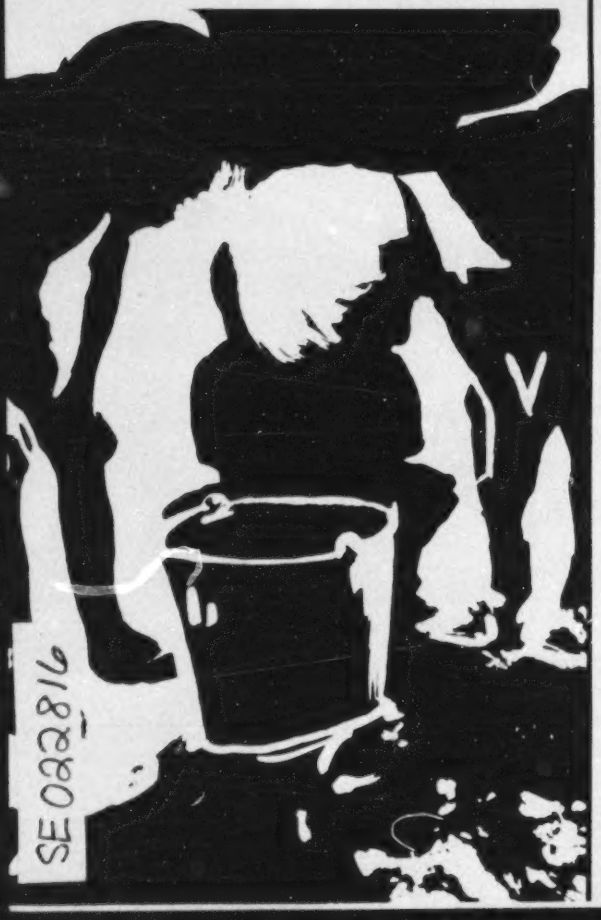


SE022816

Martin County Schools
ENVIRONMENTAL STUDIES CENTER
2900 NE Indian River Drive, Jensen Beach, Florida 33457

TABLE OF CONTENTS AND CHECKLIST

This packet contains teacher instructions, scripts, test with answer key and a copy of all student materials.

We suggest you cover these materials in the order listed in this packet.

In parenthesis after each item is the quantity you will need for your class and whether it is expendable or to be returned.

* Also listed but not included in this booklet are items such as flash cards, slide/tapes, feltboard and pieces, etc.

CONTENTS:

1. Program Summary
2. Teacher Instructions
3. Center Activities
4. Workbook I (one for each student-expendable)
5. Script for slide program, "Living/Non-Living"
* 6. Slide/tape program "Living/Non-Living"
7. Workbook II (one for each student-expendable)
8. "Let's Learn About Saltwater Grassflats", student booklet (one for each student-expendable)
9. Script for feltboard story
* 10. Feltboard and felt pieces
11. Script for slide program, "Organisms"
* 12. Slide/tape program, "Organisms"
* 13. Flash cards
14. Test text and key
15. Test (one for each student-expendable)

FIRST GRADE TEACHER INSTRUCTIONS

INTRODUCTION: We suggest you devote one period each day for a week immediately prior to your scheduled visit to go over these materials with your students.

Your visit to the Center will give each child an opportunity to pick up and identify animals that their teachers seine from the Indian River. They will also get an opportunity to visit our wet lab and museum.

If we can be of any assistance to you in the successful presentation of this material, do not hesitate to call.

PROGRAM AND MATERIALS:

Objective I - Unit I - Living and Non-living

A. Everything on earth can either be classified as LIVING or NON-LIVING. The student will be able to group things into one of the two classes when given a random selection.

B. Included in this unit is a slide/tape series introducing this concept and the follow-up Workbook I to reinforce it.

Objective II - Unit II - Environment

A. All living things need food, water, air and protection. Each one lives in the environment where it can get these things. The student will be able to place familiar living things in suitable environments.

B. The environment is what is around you. Living things live in different types of environments depending upon what they need to live. Student Workbook II is included here to teach this concept. Different environments will be given on five successive pages. The last page of the workbook will have five animals to color, cut out, and paste into the appropriate environment.

Objective III - Unit III - Saltwater Grassflats

A. This is a specific environment to be studied further. The animals to be studied are: shrimp, hermit crab, pelican, pipefish, snail.

B. Included with this unit are:

1. a student booklet introducing saltwater grassflats
2. a felt board with story and felt pieces
3. slide/tape introducing the five organisms
4. animal flash cards

This will conclude the pre-visit activities. Any follow-up activities will be left to the individual teacher.

TEST:

To post-test your students for your records, copies of the test and answers are included. The test is to be given after your students visit the Center. The test mean for 1974-75 Martin County First Grade students completing a full program was 92.5.

FIRST GRADE PROGRAM SUMMARY

GENERAL OBJECTIVE: To acquaint the student with the Indian River environment and the organisms found there as part of his total environment and provide him with evidence that he is an integral part of this environment resulting in his successful completion of the performance activities for the specific objectives.

SPECIFIC OBJECTIVES: the student will on the test

1. group with 80% proficiency things into living and non-living categories when given a pictorial selection from which to choose.
2. place with 80% proficiency familiar living things in suitable environments when given a pictorial selection of living things and possible environments.
3. identify with 80% proficiency organisms and characteristics of selected organisms found in a saltwater grassflat when given characteristics and/or the name orally and a choice of pictorial representations of organisms from which to choose.

PROGRAM OUTLINE:

A. Activities at home school

1. Slide/tape - "Living/Non-living"
2. Workbook I - "Concept of Living vs. Non-living"
3. Workbook II - "Concept of Habitat"
4. "Grassflat" booklet
5. Animal flash cards
6. Story - with felt pieces "Tommy's Trip to the Grassflats"
7. (Visit to Center)
8. Follow-up discussion
9. Test

B. Activities at Center

1. Seining - staff members seine in Indian River and bring students what they have collected in the net
2. Art activity - children cut-out pictures of living things from magazines - put them in a notebook and dictate a sentence about the picture
3. "Habitat" game - a version of a relay race in which children place animals in their proper habitats
4. "Bingo" game - a version of Bingo using organisms from the Indian River
5. Look/feel session - children observe and handle live specimens
6. Experience chart - with staff member recording, children "write" what they saw and did at the Center

FIRST GRADE CENTER ACTIVITIES

3 1/2 TO 4 1/2 HOURS

I. INTRODUCTION

Students are given an introduction to the ESC and an overview of the day's activities. Topics for discussion include: "What is an Environment?"; "Living vs Non-living Things"; "What Animals They Expect to Find in the Indian River".

II. RIVER VISIT

The class is taken to the river where they learn some of the techniques for seining and equipment used. Staff instructors make several sweeps with seine net, bringing the catch to shore where the children examine specimens while staff identifies and discusses each. The staff decides which to bring back and which to return to the river and explains why.

III. LUNCH

Rooms are available in which students may eat lunch; however, if the weather is nice why not have a picnic on the patio? After lunch, frisbees, checkers and hopscotch are available.

IV. LIVING THINGS SCRAPBOOK

A. Materials
1. a nature magazine for each child
2. scissors for each
3. pieces of construction paper for each
4. crayons for writing

B. Procedure:
Having gone over living things in a.m., the students are given a simple review. They will then look for a picture of a living thing in magazines provided, decide what it tells about living things, then check with the teacher to see that they have the right idea. If so, they cut out, paste in place and with the help of words on the board, write their sentence about living things. When all have finished, the pages are put together in a book and taken back to the home school. Afterwards the students clean up the area.

V. HABITAT RELAY RACE

A. What is a habitat? Explain.

B. Materials
1. Three poster representations of: Land, Water, Sky
2. 20 or 30 5 x 7 cards with drawings of typical birds, animals and river organisms. (Half on red cards, half on blue.)

C. Rules
1. Divide the group into 2 teams, "Reds" and "Blues".
2. The game is based on a typical relay race.
3. First child from each team runs to pile of illustrated cards, selects one, determines the proper habitat for it, deposits the card in a bucket below the correct poster and returns to his team spot and sits.
4. Upon his arrival, the next on his team repeats the process. This is repeated until all children from both teams have completed the cycle.
5. First team finished receives 1 point.
6. Cards are checked by instructor (with advice from teams) to see if they are in proper bucket (habitat). Team with most correct cards receives 2 point. (Thus accuracy counts more than mere speed.)
7. Team with most points receives "Winner" badges to wear for the day.

VI. BINGO

A. Materials
1. cards for each
2. markers at each table to share
3. box with large cards

C. Rules
Explain rules of Bingo. Winners must not only get 3 in a row but must tell you whether they have pictures of living or non-living things. If they do this they are presented with winner badges.

VII. MUSEUM VISIT

Students visit tanks containing organisms commonly found in local saltwater communities.

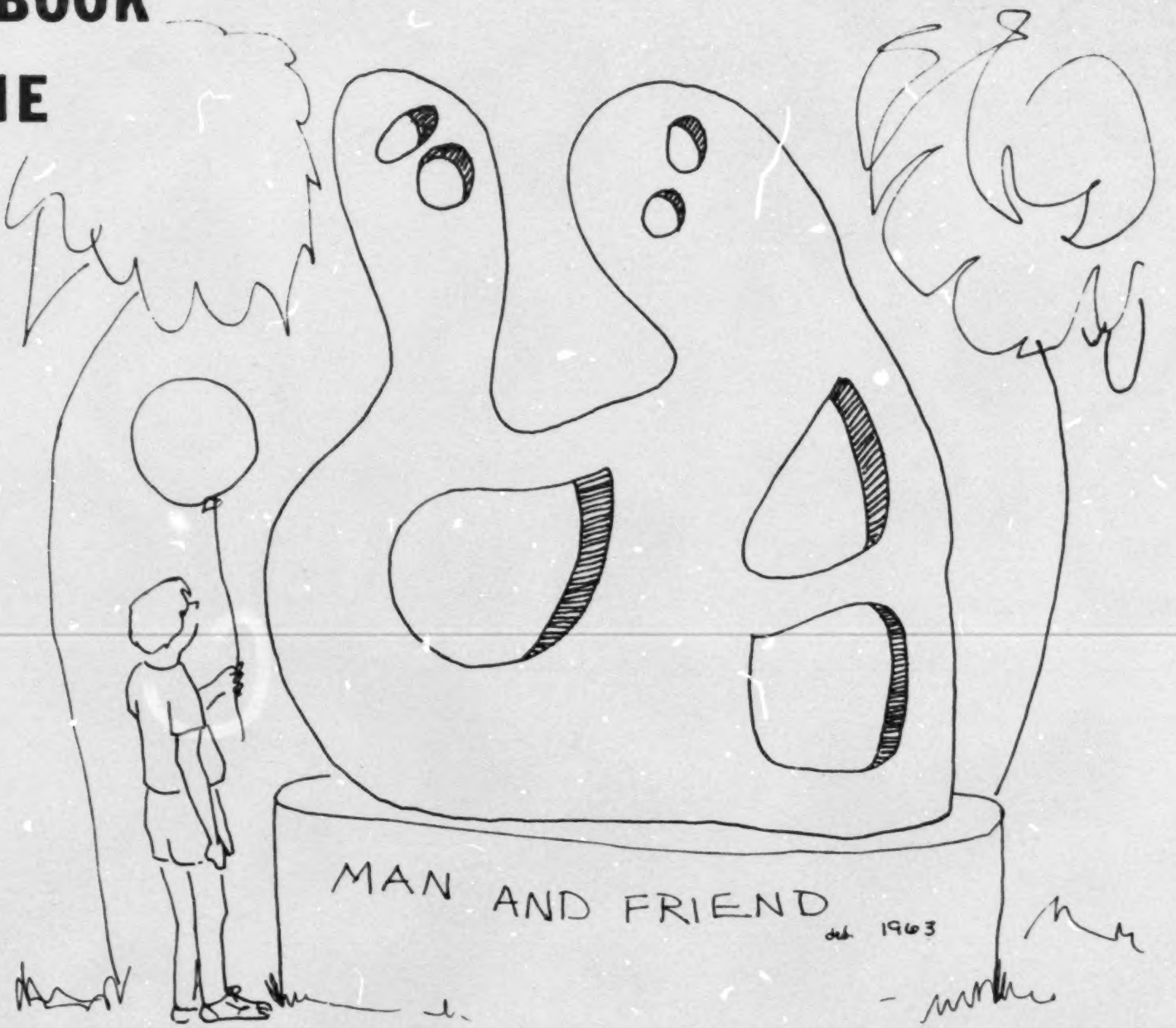
VIII. LOOK/FEEL SESSION

The class is taken to the wet lab areas where they get a closer look at the river organisms and further discuss them. Some specimens are placed in small tanks where the children may handle them if they wish.

IX. EXPERIENCE CHART

With a teacher as recorder, the children tell the story of their visit to the Center. The chart is taken back to the home school to encourage further discussion.

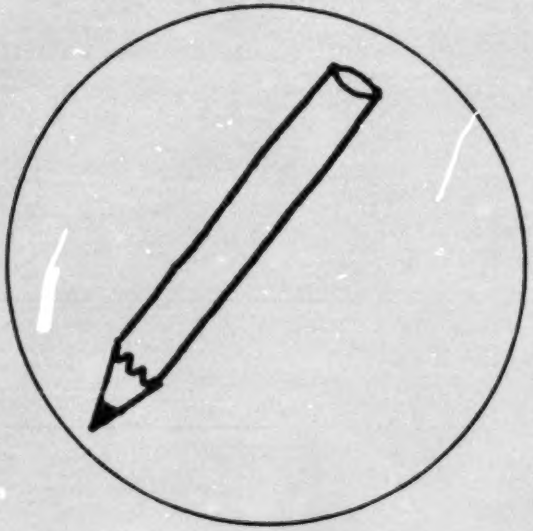
WORKBOOK ONE

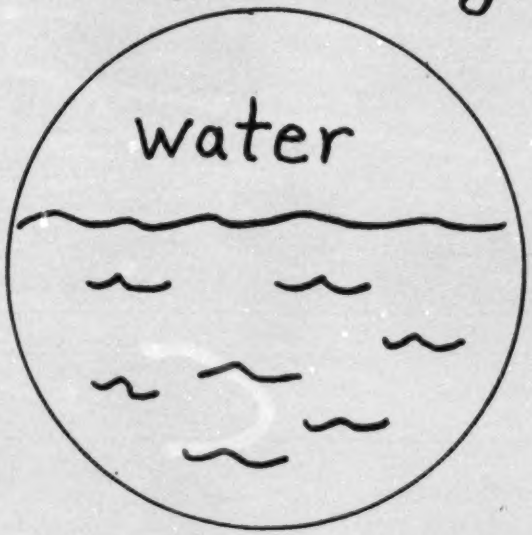


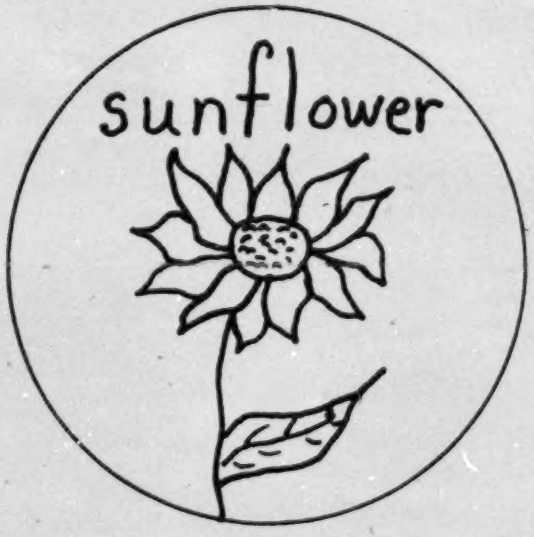
How many living things are there in this picture? Write the number in this space. ____.

11 1

Put an X over the living things.

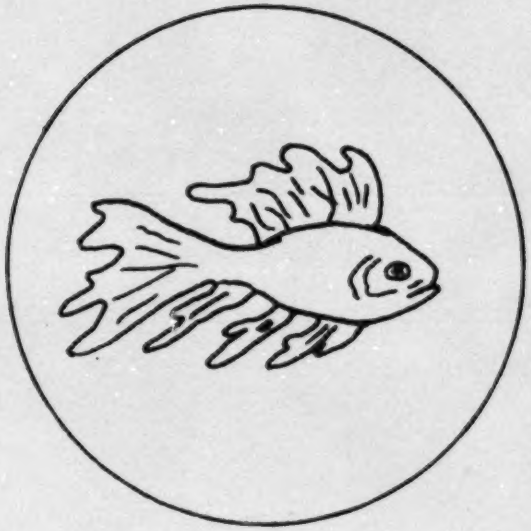






Color the living things green.

Put an X over the non-living thing.



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2900 N.E. Indian River Drive
Jensen Beach, Fl. 33457

1st Grade Slide Presentation

"Living Things and Non-living Things"

TEACHER - Turn on projector to "Focus" slide. Turn on tape player. Advance slides at the audible tone (or, if you are reading this narration, where indicated by the asterisk (*). The narration is in CAPITAL letters.

1. Focus *

2. "Credits" slide *

3. "An Environmental Study Unit on Habitats" *

4. "Living Things"

5. IF WE WERE TO COLLECT EVERYTHING IN THE WORLD, WE COULD PUT THEM INTO TWO GROUPS - LIVING AND NON-LIVING. *

6. THIS IS A GROUP OF LIVING THINGS.*

7. THESE ARE NON-LIVING THINGS.*

8. WHAT MAKES THINGS LIVING? *

9. FOR ONE THING ALL LIVING THINGS NEED FOOD, WATER AND AIR. THESE PELICANS ARE BUSY EATING THE FISH THEY CAUGHT. THEY MUST HAVE FOOD TO STAY ALIVE.*

10. THIS MOTHER BIRD IS FEEDING HER BABIES SO THEY WILL STAY ALIVE. *

11. PLANTS LIKE THE DAISIES IN THE PICTURE TAKE IN FOOD AND WATER THROUGH THEIR ROOTS AND AIR THROUGH THEIR LEAVES TO STAY ALIVE. *

12. THIS LITTLE SQUIRREL MUST BREATHE AS WELL AS EAT THE NUTS HE FINDS TO STAY ALIVE. *

13. ANOTHER WAY TO TELL WHETHER A THING IS LIVING OR NON-LIVING IS THAT LIVING THINGS CAN MOVE IN SOME WAY. THIS GIRAFF CAN MOVE TO GET A DRINK OF WATER. *

14. THE SEA STAR MOVES TO GET A CLAM TO EAT. *

15. EVEN PLANTS MOVE, THEY TURN TOWARD THE SUN SO THEY CAN GET MORE SUNLIGHT. STILL ANOTHER WAY WE CAN TELL THAT THINGS ARE LIVING IS THAT LIVING THINGS CAN HAVE BABIES LIKE THEMSELVES. *

16. THIS MOTHER DEER HAS A BABY DEER. *

17. THIS DOG HAS LITTLE PUPPIES. *

18. THIS GUPPY ALSO HAS BABY GUPPIES. *

19. PLANTS MAKE BABY PLANTS TOO. THEY HAVE SEEDS WHICH GROW INTO PLANTS LIKE THEM. LOOK AT THESE SEEDS AND THE PLANTS THEY WILL GROW INTO. *

20. WHAT KIND OF SEEDS DO YOU NEED TO GROW A PUMPKIN PLANT? *

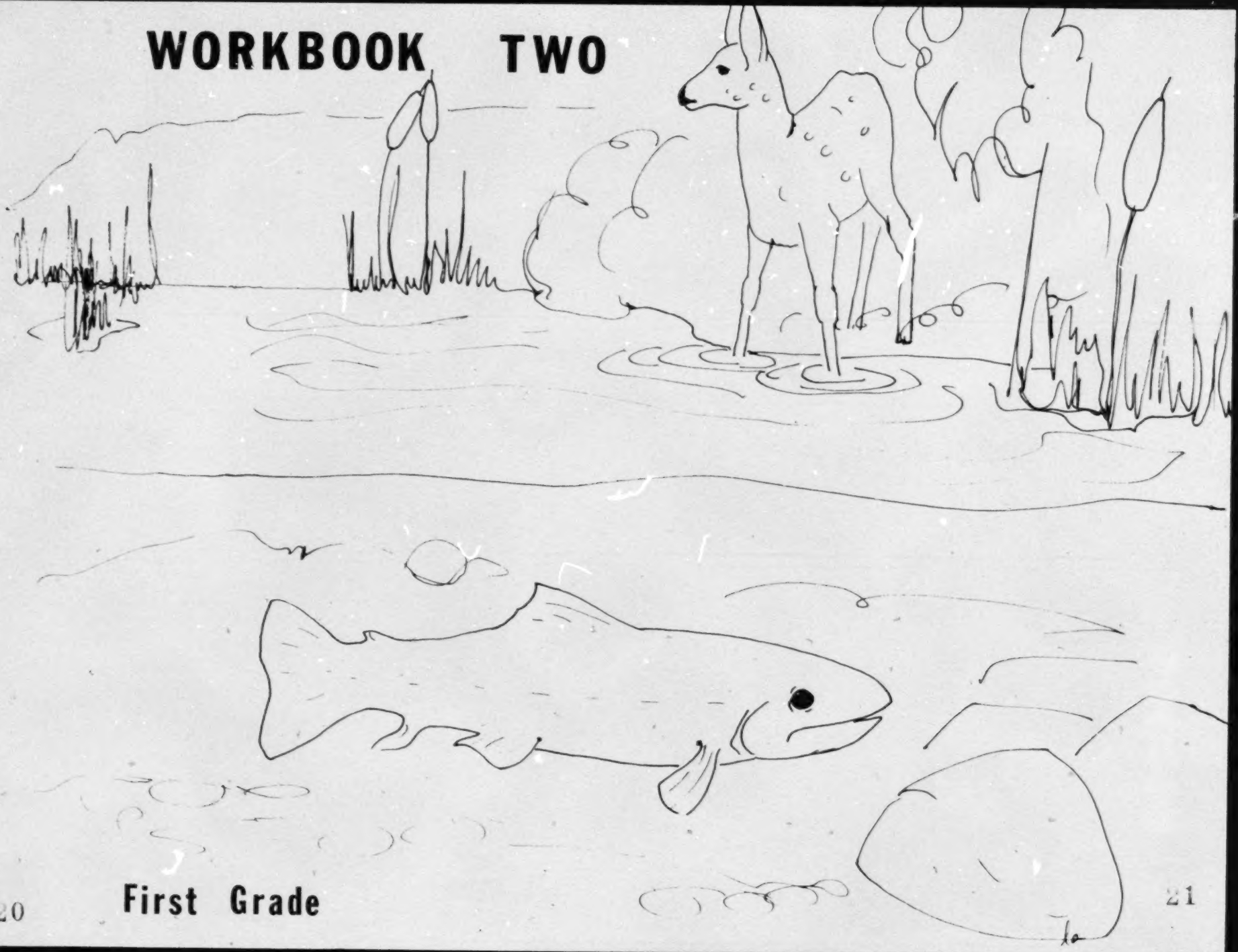
21. HERE IS SOMETHING YOU CAN TRY. PLACE A SPONGE IN A TRAY OF WATER. PUT SOME SEEDS ON THE SPONGE. IN A FEW DAYS THEY WILL SPROUT AND IF YOU PLANT THEM IN SOIL, IN A FEW WEEKS THEY WILL GROW INTO PLANTS LIKE THE ONE THE SEEDS CAME FROM. *

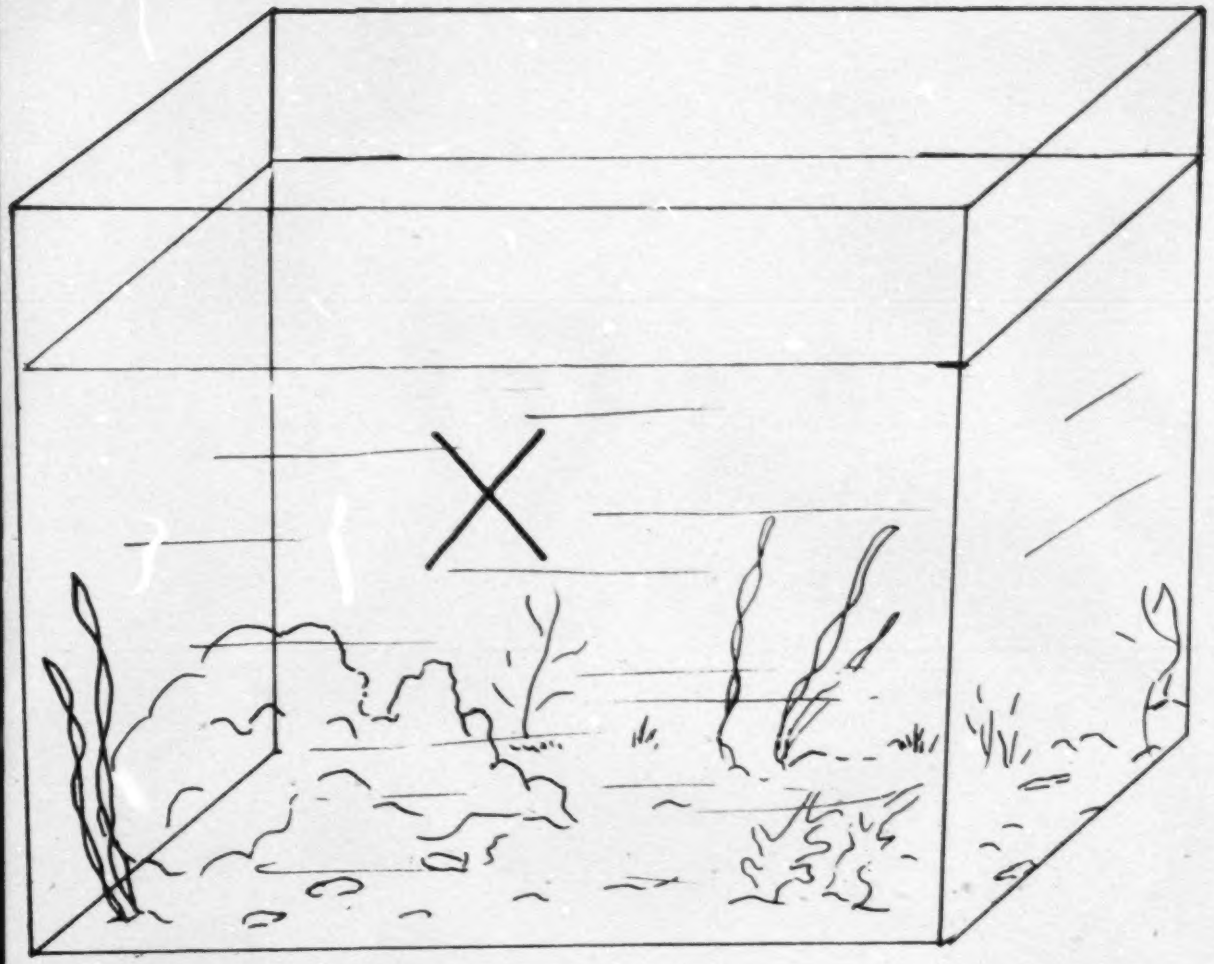
22. LOOK AT EVERYTHING IN YOUR CLASSROOM AND PUT IT INTO ONE OF THE TWO GROUPS - LIVING AND NON-LIVING. *

23. The End.

TEACHER - Please rewind tape for next use. Thanks.

WORKBOOK TWO





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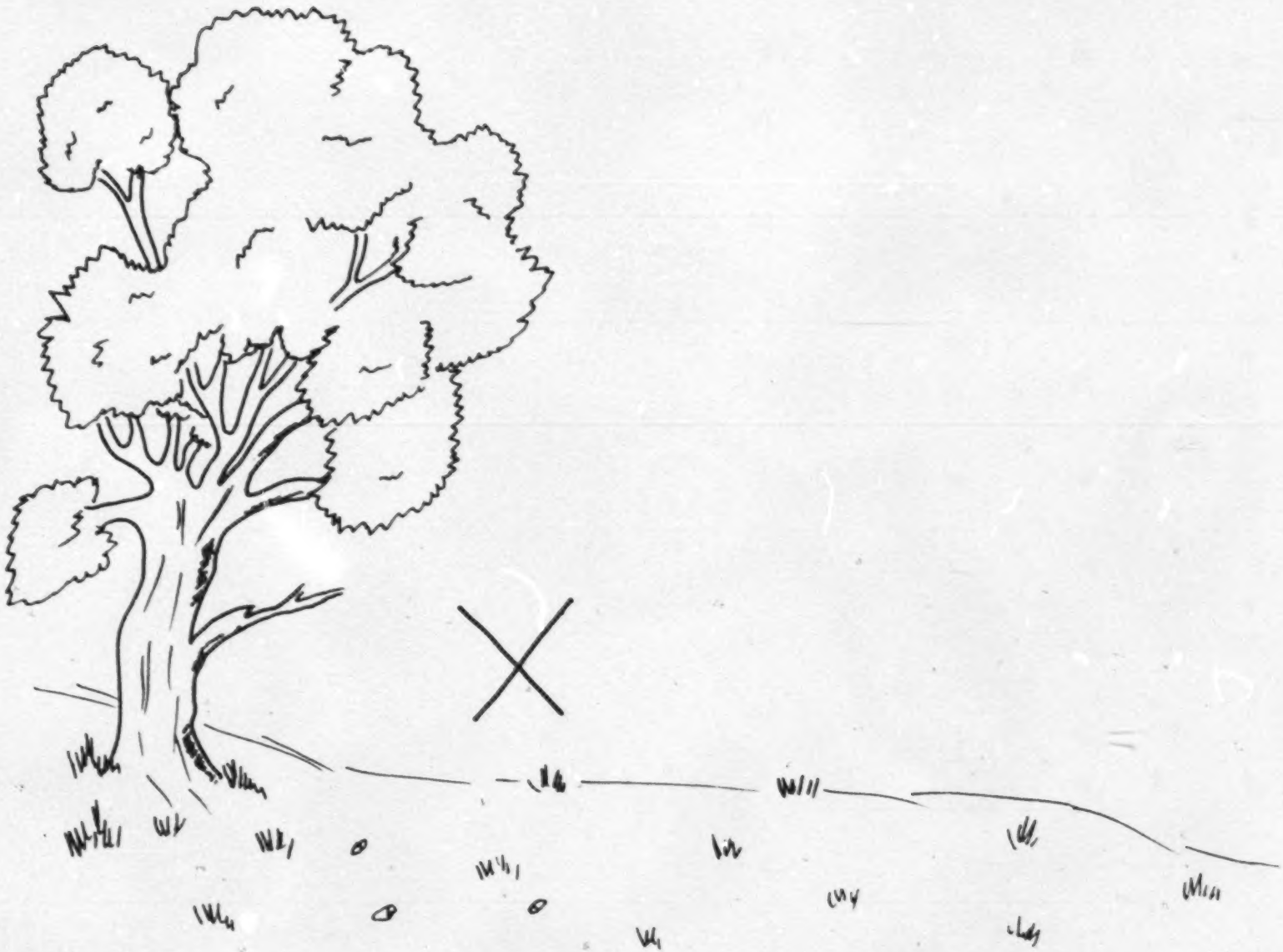

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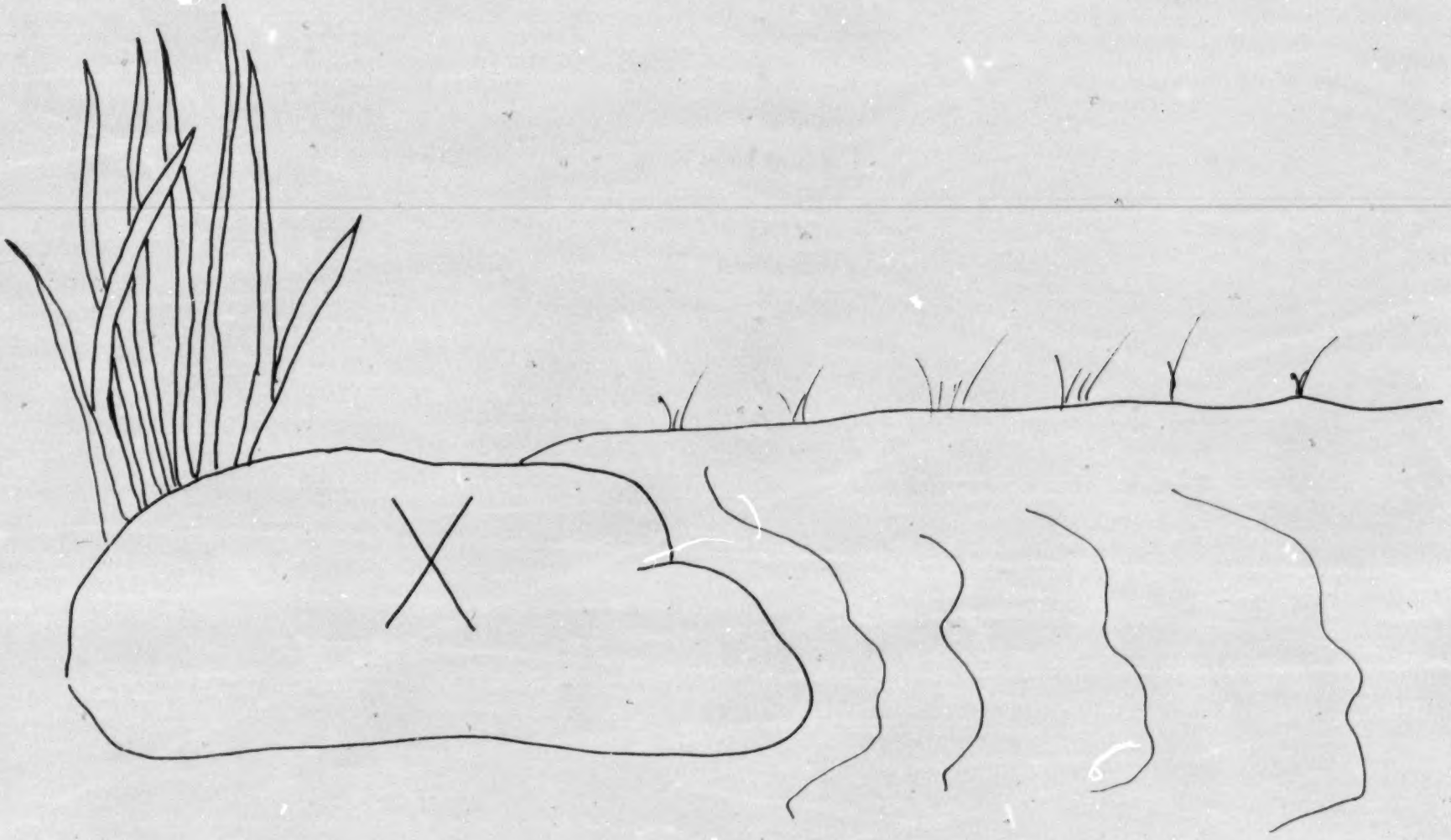

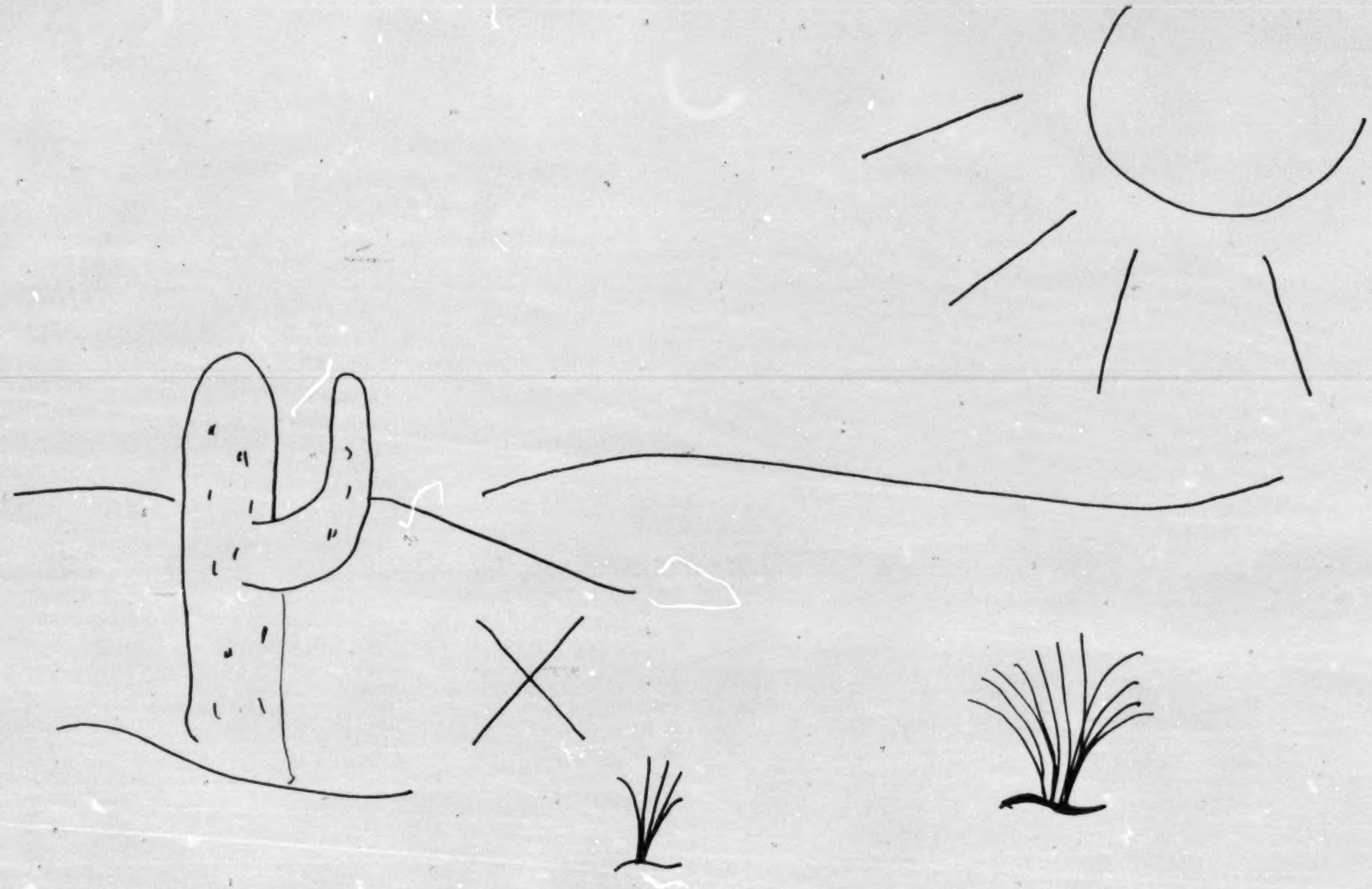

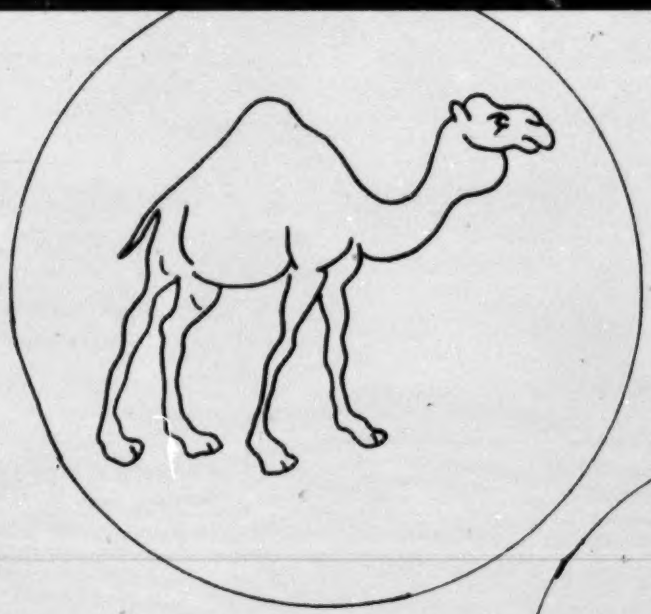

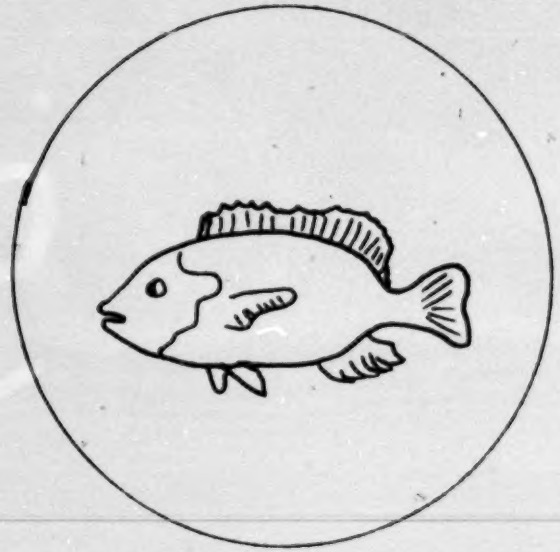

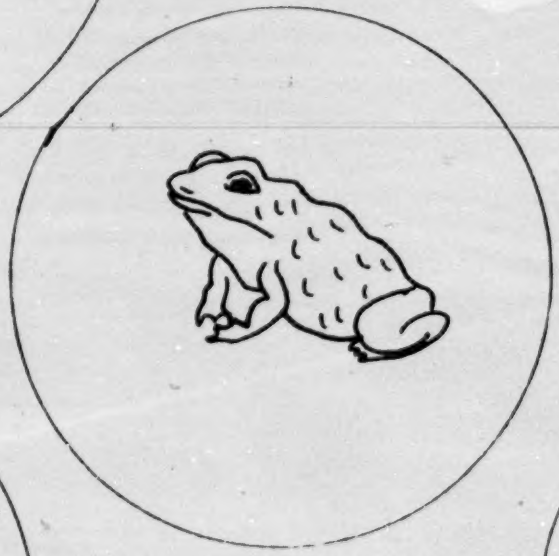

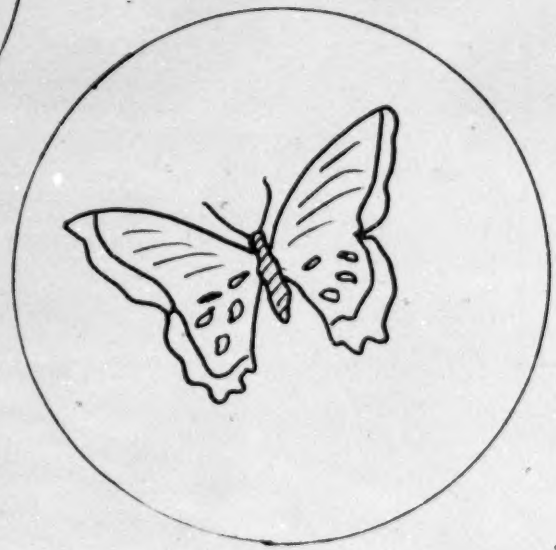

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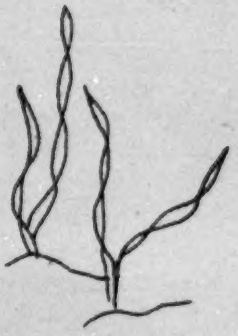
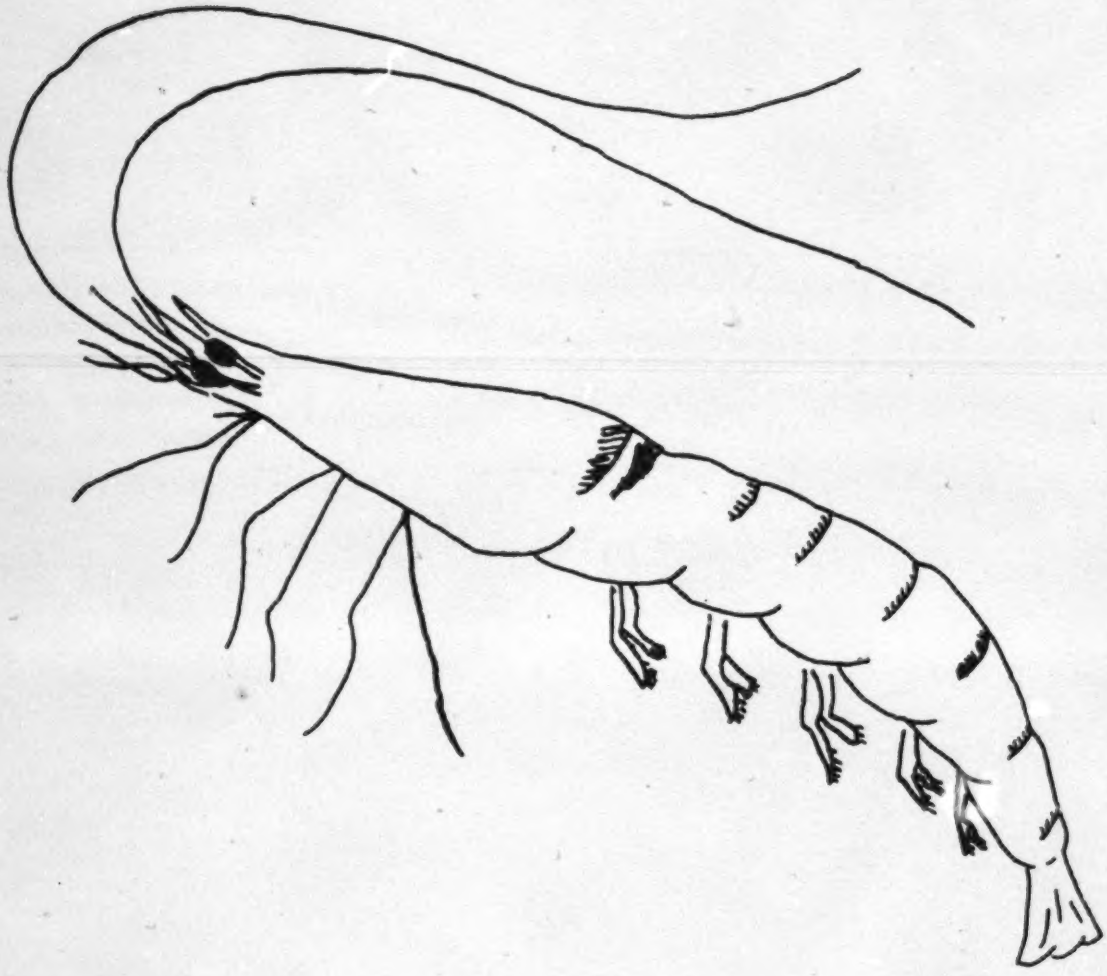
Let's Learn About
SALTWATER
GRASSFLATS

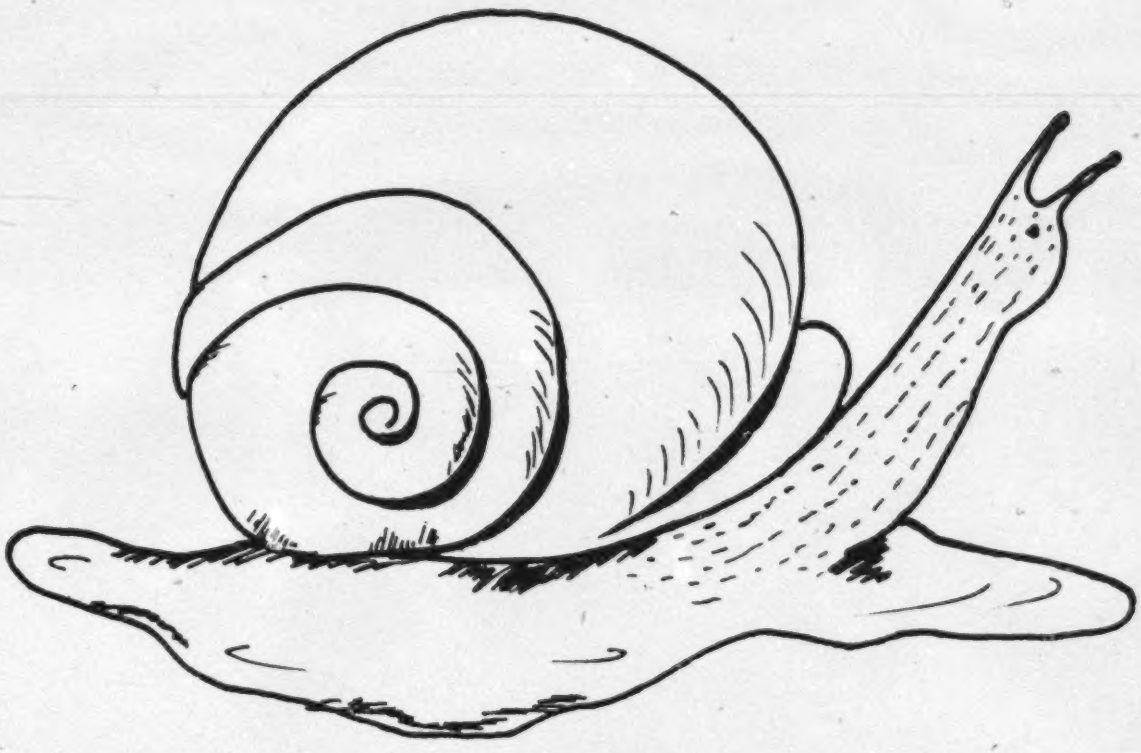


First Grade

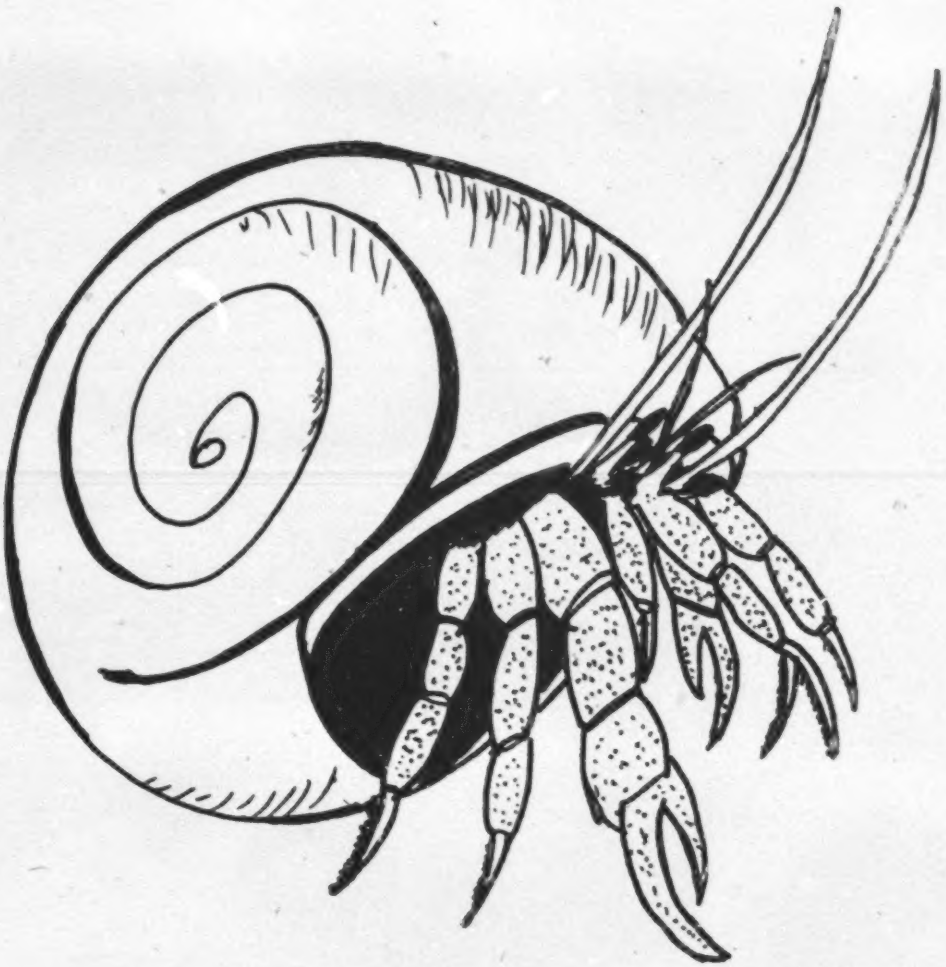
This is a saltwater grassflat. A saltwater grassflat is a grassy area in the shallow part of a salty body of water. Many plants and animals make their home here. In this booklet, you will learn about five animals which you might find here.



I am a shrimp. I am a very quick swimmer. I have many little legs. Many animals of the saltwater grassflats eat me

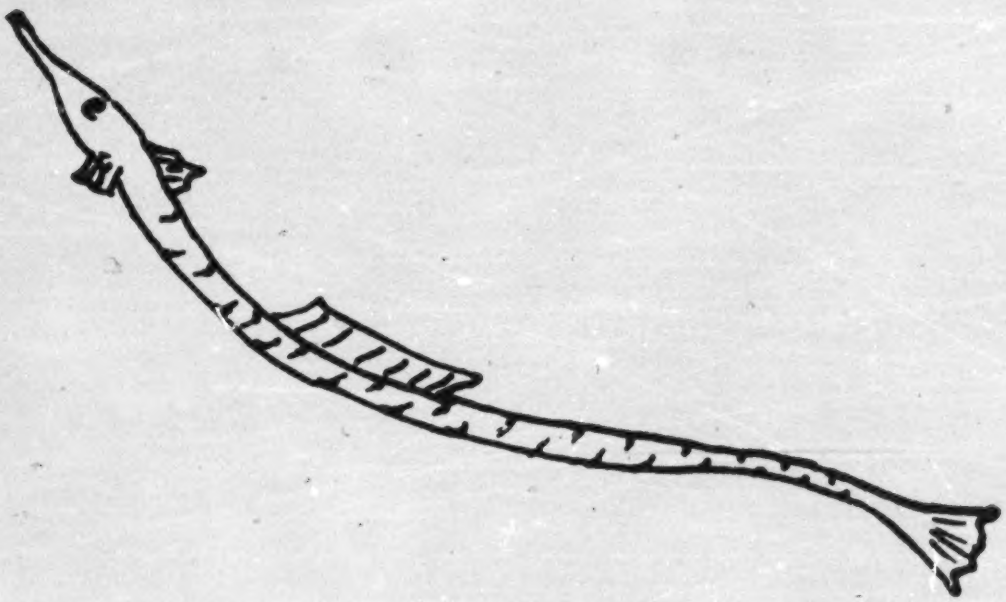


I am the slow moving snail. I live on the grass in the saltwater grassflats. I eat the grass and other dead plants I find there.



I am a hermit crab. I make my home in empty snail shells. As I get bigger, I must find bigger shells to live in.

I am a pelican. I dive for fish to eat. I spend a lot of time near the saltwater grassflats looking for food.



I am a pipefish. I live in the grass of the saltwater grassflats. I eat shrimp that I find there.

in County School's
ronmental Studies Center
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en Beach FL 33457

FELT BOARD STORY
TOMMY'S TRIP TO THE GRASSFLATS

It was Saturday. Tommy had no school and was looking for something to do. He decided to explore the river. He went down to his grandfather's shop to gather up some things. Grandfather gave him a nice large bucket and a net for collecting things. Tommy was ready to go. He loved to visit with his friends at the river.

The first friend he met was the snail, this slow moving friend who lives in a shell near the water and can often be found on the blades of grass. He knelt for a while watching this slow poke friend creep along.

As he turned away from the snail, his friend the hermit crab peeked out from his shell. Tommy knew all about this fellow. He lives in empty snail shells. As he grows, he must move to larger shells. When Tommy entered the water he caught sight of something swimming quickly through the grass. This was a shrimp. His many little legs make him a quick swimmer.

Now, who is this strange looking fellow? Tommy thought hard. Oh, yes! He was a pipefish. Look how he can swim straight up, NOT AT ALL LIKE OTHER FISH!

Just then, Tommy heard a familiar sound. It was the sound of the pelican swishing down from the sky and diving for his food.

Tommy loved to watch him catch the fish up in his mouth.

Tommy started walking in the shallow water again, but stopped suddenly. There right in front of him was a stingray. Tommy knew that this animal could give you a painful sting, so he shuffled

HIS FEET AND WALKED THE OTHER WAY. HE KNEW THAT THE STINGRAY WAS FRIGHTENED OF HIM, TOO, SO SHUFFLING HIS FEET WOULD SCARE HIM AWAY.

TOMMY HAD SEEN A LOT ON THE RIVER THIS DAY. HE SAW THE SLOW MOVING SNAIL, AND HE SAW THE HERMIT CRAB, WHO LIVES IN EMPTY SNAIL SHELLS. HE SAW THE QUICK SWIMMING SHRIMP, TOO. HE ALSO SAW THE FUNNY LITTLE PIPEFISH, AND OF COURSE, HIS GOOD FRIEND THE PELICAN. OH, AND HOW COULD HE FORGET, THE STINGRAY!

HE KNEW IT WAS ALMOST TIME FOR LUNCH, SO HE PICKED UP HIS THINGS AND STARTED FOR HOME. HE DECIDED HE WOULD HAVE TO COME BACK TO THE RIVER AGAIN SOON TO SEE MORE OF THE MANY THINGS THAT LIVE THERE.

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00 N.E. Indian River Drive
nsen Beach, Fla. 33457

First Grade Slide Presentation

"Organisms"

TEACHER - Turn on projector to "Focus" slide. Turn on tape player and change slides at each audible tone. If you are reading the narrative instead, change slides where indicated by the asterisk (*). Narrative is in CAPITAL letters.

1. Focus *

2. "Credits" slide *

3. "An Environmental Study Unit on Habitats" *

4. "Organisms". DO YOU KNOW THE MEANING OF THIS WORD? (pause) ALL LIVING PLANTS AND ANIMALS ARE ORGANISMS. *

5. WHEN YOU VISIT THE ENVIRONMENTAL STUDIES CENTER YOU WILL GO OUT TO THE INDIAN RIVER TO STUDY THE GRASSFLATS. IN THE GRASSFLATS YOU WILL FIND DIFFERENT KINDS OF ORGANISMS. *

6. ONE OF THE MANY ORGANISMS YOU WILL SEE THERE IS THE SHRIMP. THE SHRIMP IS A FAST SWIMMER. *

7. DO YOU KNOW THIS ANIMAL? IT'S A SNAIL. THIS ANIMAL MOVES VERY SLOWLY. HE LIVES ON THE BLADES OF GRASS IN THE GRASSFLAT. *

8. WHAT IS THIS ANIMAL'S NAME? THAT'S RIGHT...IT'S A HERMIT CRAB. HE LIVES IN THE EMPTY SHELLS OF SNAILS AND OTHER ANIMALS. *

9. ANOTHER ANIMAL YOU WILL SEE IS THE PELICAN. HE DIVES INTO THE RIVER FOR FISH TO EAT. WE OFTEN SEE PELICANS AROUND THE GRASSFLATS. *

10. FINALLY, THIS STRANGE LOOKING ANIMAL YOU WILL SEE IN THE GRASSFLATS IS CALLED A PIPEFISH. THE PIPEFISH HIDES IN THE GRASS AND EATS THE SHRIMP HE FINDS THERE. THESE ARE JUST A FEW OF THE MANY ANIMALS WHO MAKE THEIR HOMES IN THE SALTWATER GRASSFLATS. *

(The End)

TEACHER - Please rewind the tape for the next use. Thanks.

TEXT AND KEY FOR TEST, FIRST GRADE

Directions: Listen as I read each question. Look at the four (4) pictures for that question and mark "X" on the picture that answers the question.

1.1 LIVING AND NON-LIVING

1. Which of these shows a living thing? (A)
2. Which of these living things could live in the Indian River? (D)
3. Which of these is a living thing? (B)
4. Choose the Non-Living thing. (C)
5. Which of these living things could we find in the Indian River? (A)

1.2 ENVIRONMENT

1. Which of these shows your environment right now? (B)
2. Which of these shows a fish's environment? (C)
3. Which is the best environment for a palm tree? (A)
4. Which of these shows a dry environment? (B)
5. Which one of these is the best environment for a squirrel? (D)
6. Which of these is the best environment for you? (A)
7. What do we do at the Environmental Studies Center? (B)
8. Which of these is the best environment for the shrimp? (C)
9. Which of these is the best environment for the pipefish? (A)
10. Which environment do you live in? (D)

1.3 ORGANISMS

1. Which of these animals has many legs? (A)
2. Which of these is a SNAIL? (D)
3. Which of these is a PIPEFISH? (B)
4. Which of these is a PELICAN? (B)
5. Which of these is a HERMIT CRAB? (A)
6. Which one of these is a quick swimmer? (D)
7. Which of these hides in the grass and eats shrimp? (A)
8. Which animal lives in the shells of other animals? (C)
9. Which of these is a slow moving animal that lives on the blades of grass? (B)
10. Which of these dives into the water to scoop up the fish it eats? (C)

LIVING AND NON-LIVING

Name _____

FIRST GRADE
TEST P. 1

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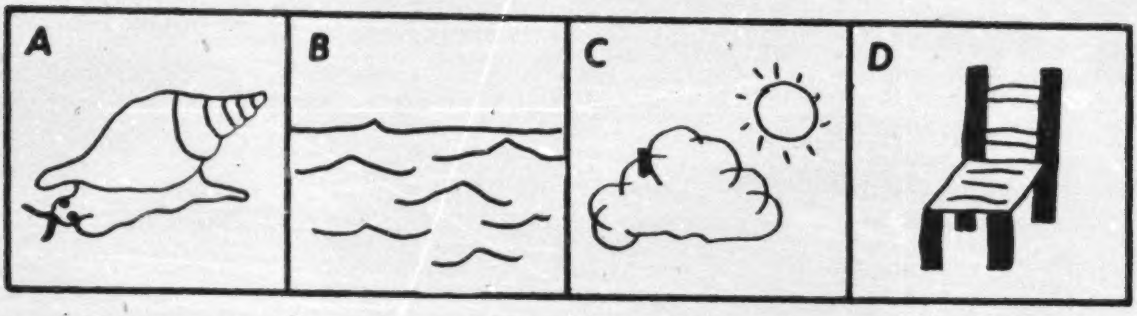

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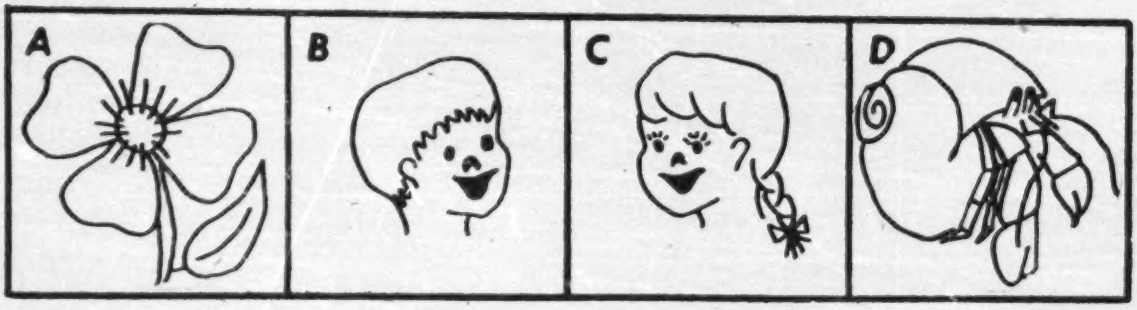

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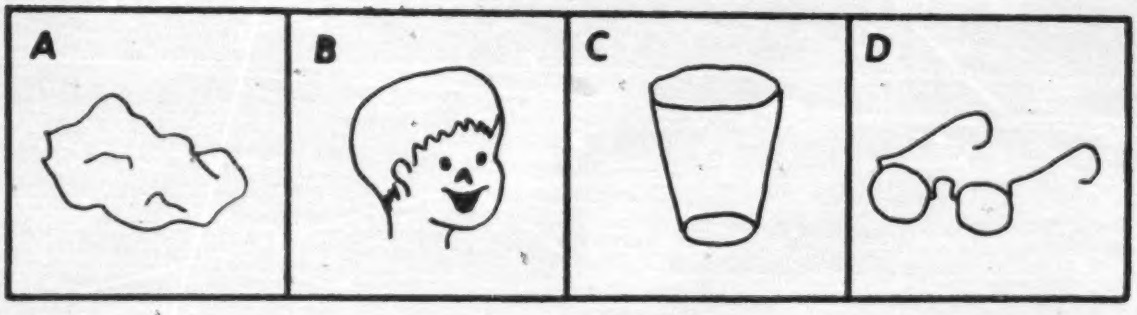

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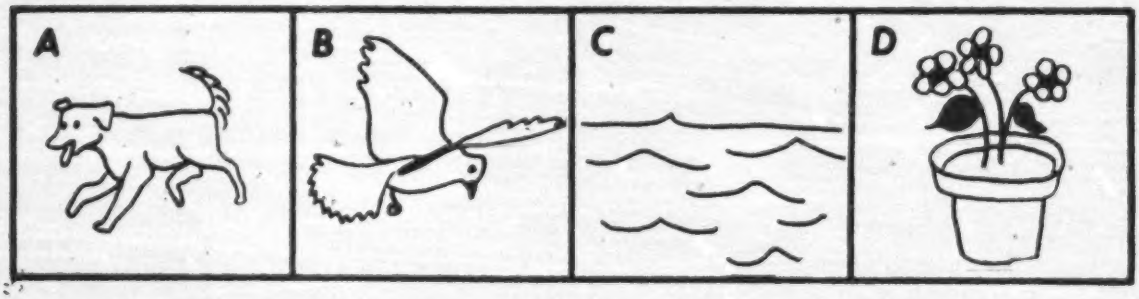

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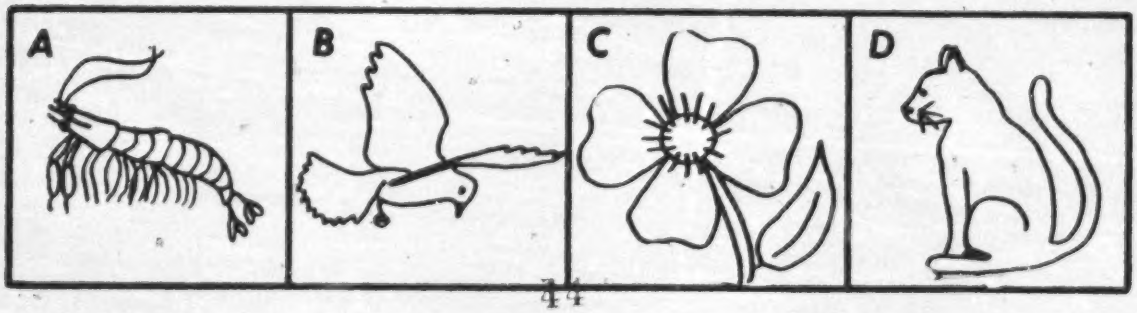

ENVIRONMENT

P-2

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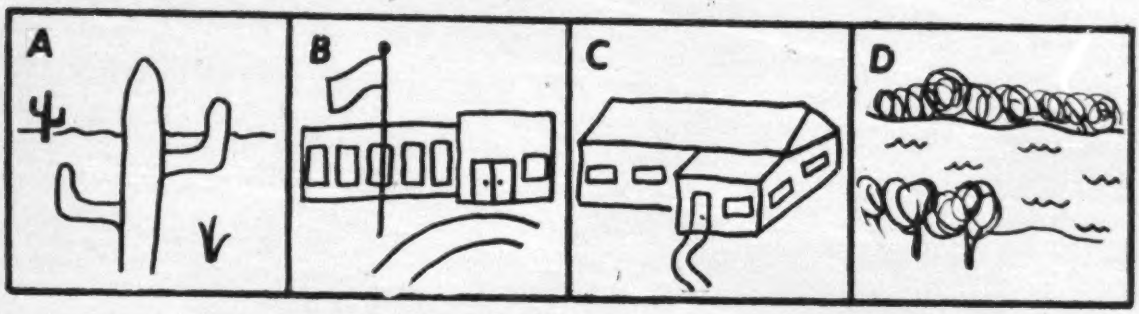

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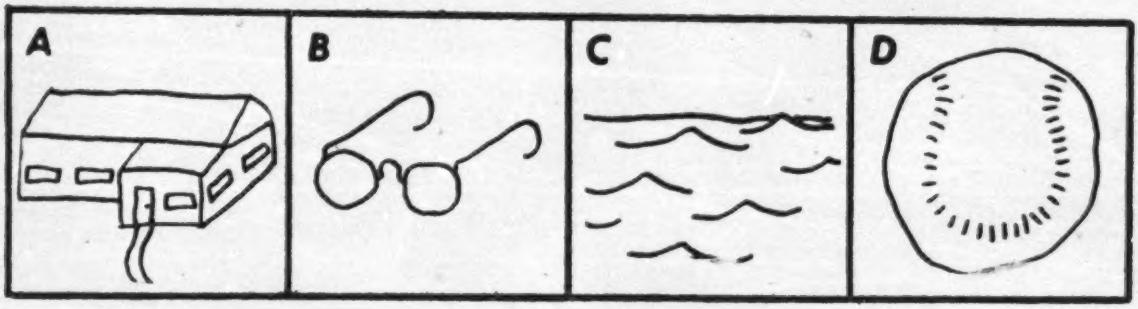

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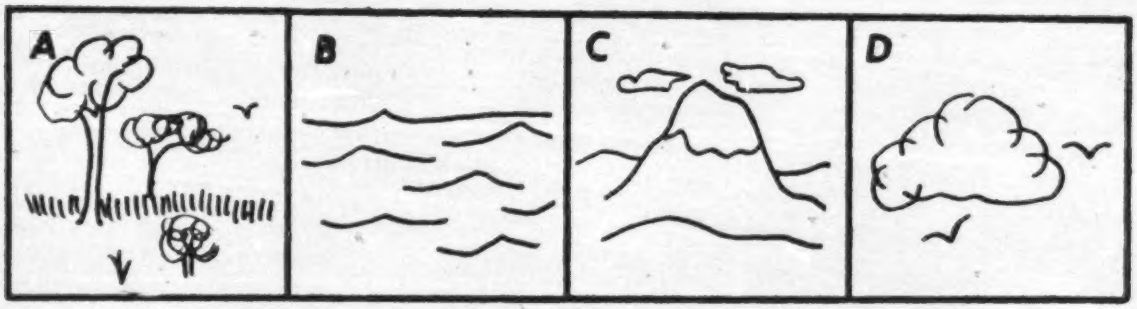

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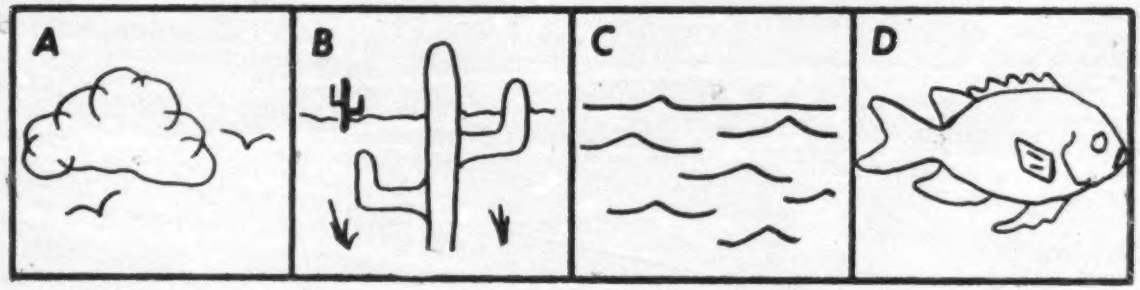

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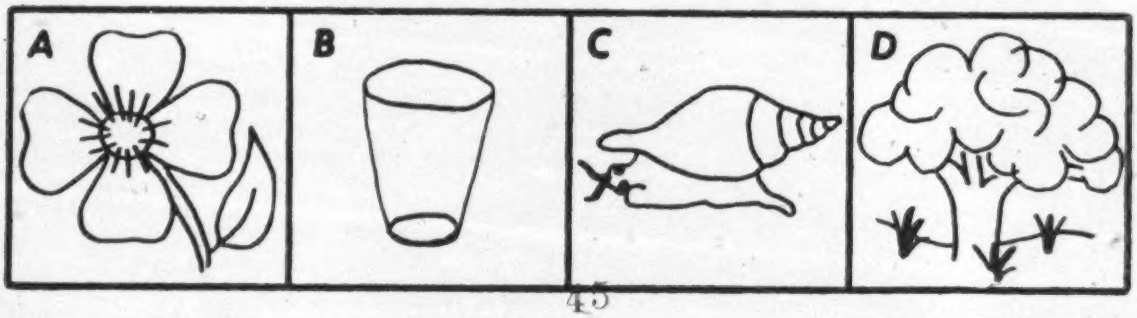

P-3

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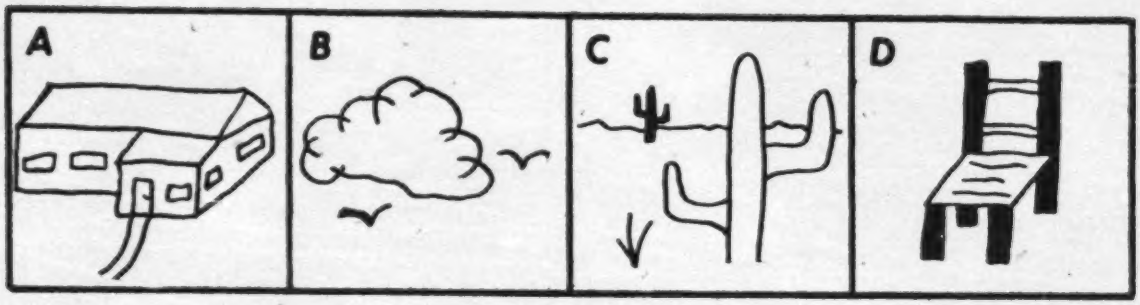

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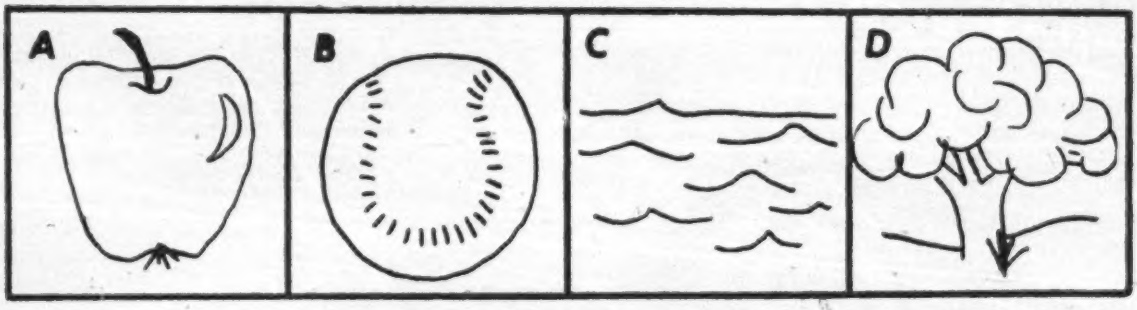

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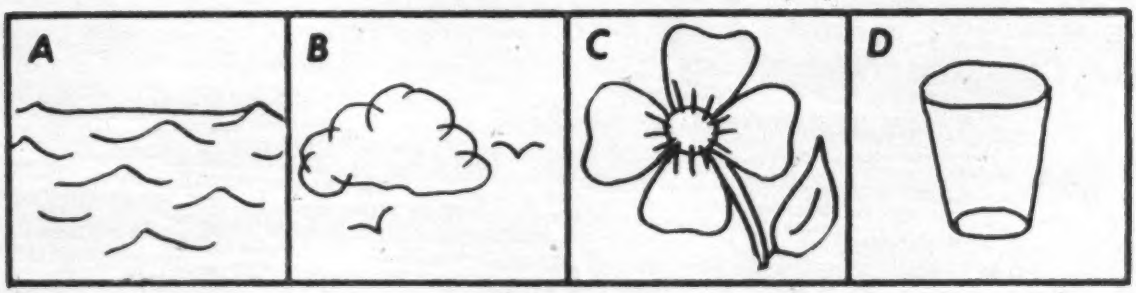

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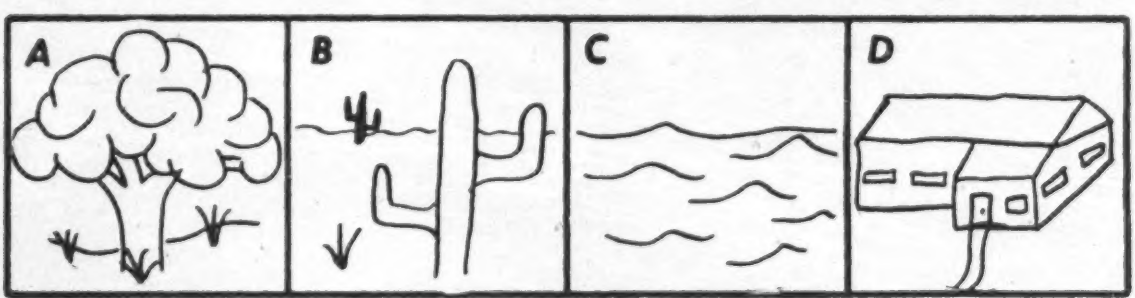

ORGANISMS

P-4

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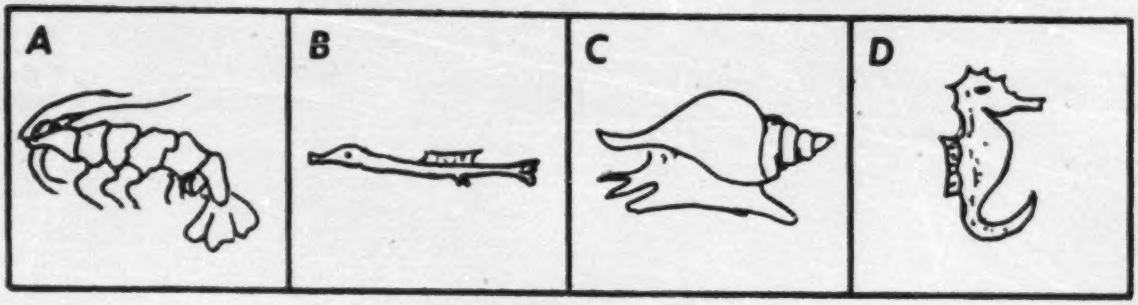

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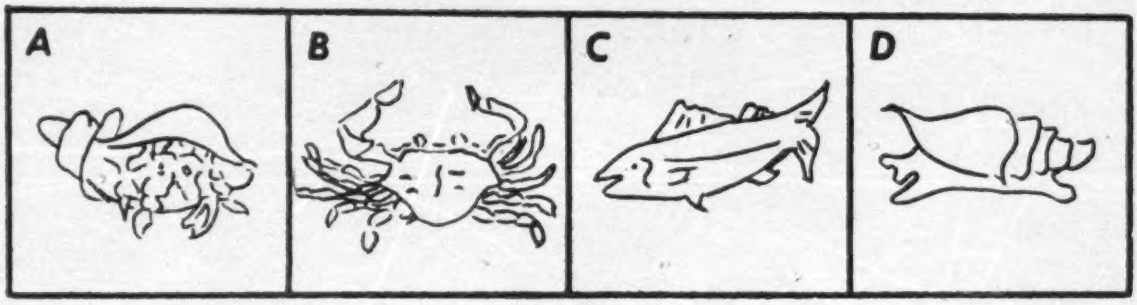

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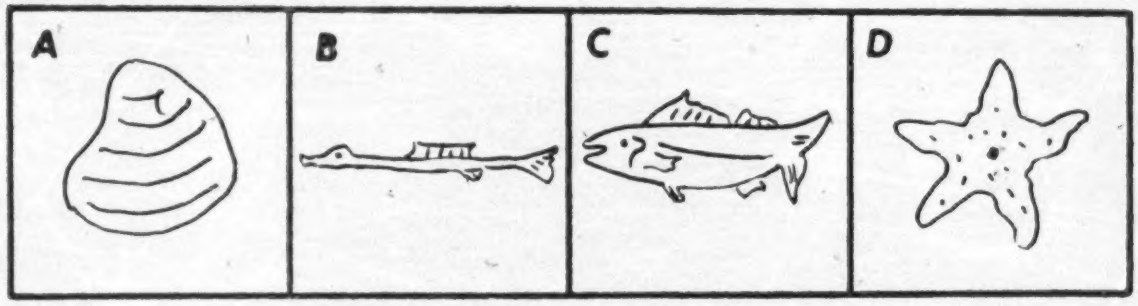

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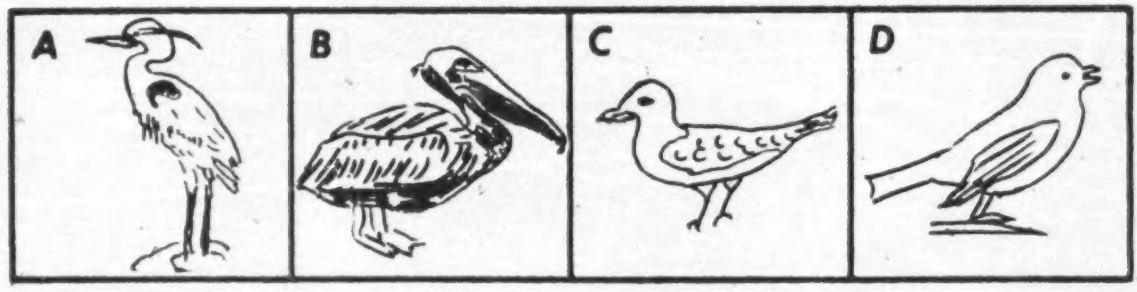

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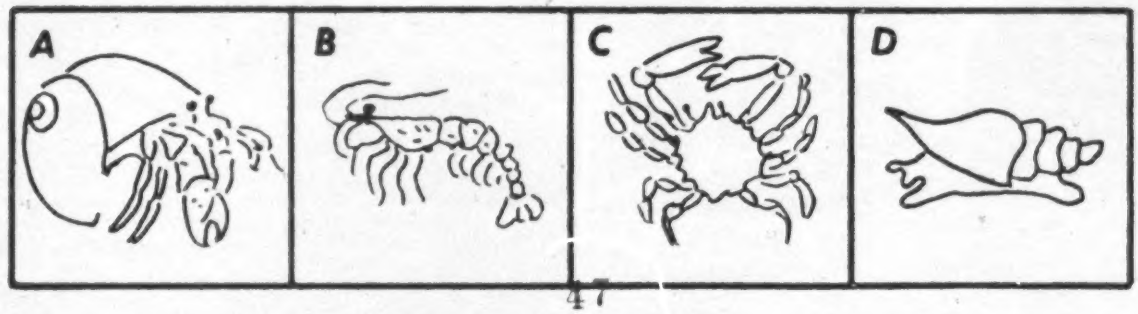
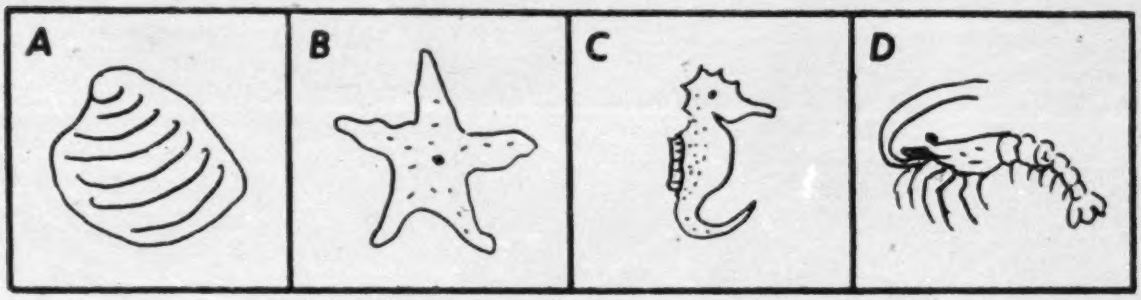


Martin County School's
Environmental Studies Center
2900 N. E. Indian River Drive
Jensen Beach, FL 33457

6.



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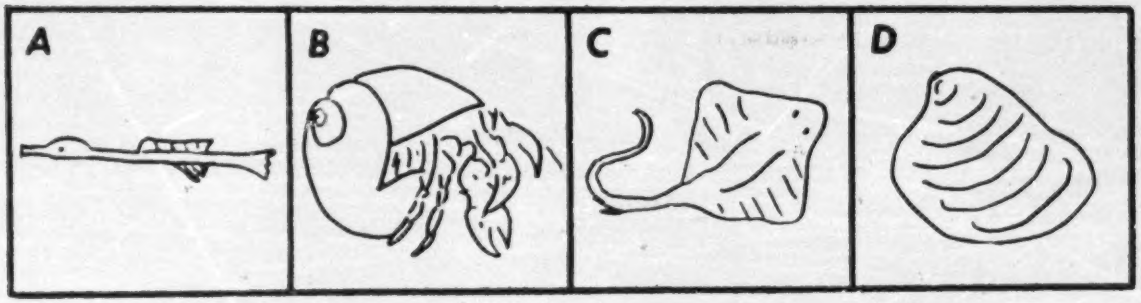

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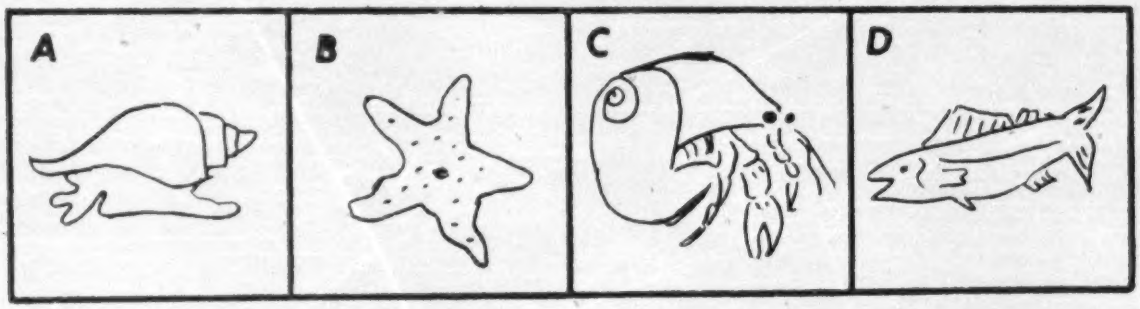

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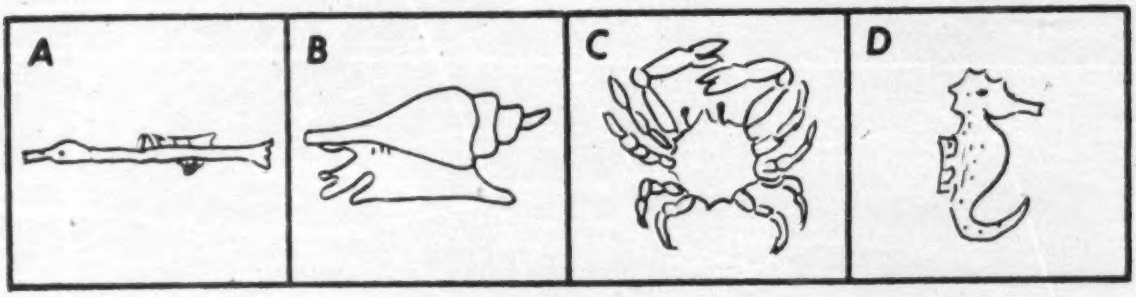

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